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ABSTRACT

Responding to the rapid development and often prohibitive costs of new classroom instruction technology, a group of interested faculty at Harford Community College (HCC), in Maryland, formed three Interactive Video (IV) Teams to explore the possibilities of using existing computer hardware and software at the college for interactive video instruction. The IV Teams included a Content Specialist, responsible for selecting the video sequence, writing scripts, and functioning as the lead instructional designer; a Computer Specialist, responsible for software development; and a Video Specialist, responsible for assisting in video selection, preparing videos for computer integration, and embedding video codes into the computer program. Using existing computer hardware, which included an Apple IIe and two Video Home System (VHS) videotape decks interfaced with a binary-coded decimal (BCD) 450 interface card, three interactive video programs were developed for the Speech, Marketing, and Psychology departments. Following an introduction on the background and development of the project, three individuals reports, written by the Content Specialists from each of the IV Teams, are presented for the three interactive video programs. Each report includes a narrative introduction to the program, a sample script from the program, and sample computer coding for the program. The report concludes with a bibliography; a brief description of the college; and the names, addresses and telephone numbers of the IV Team members. (GFW)

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ED325191

INTERACTIVE VIDEO: A CROSS
CURRICULUM COMPUTER PROJECT

by

Floyd M. Grimm, III, Norman E. Tracy, Jr.,
Marion L. Lanham, Sandra M. Ferriter,
Frederick R. Mitchell

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Introduction

The development of technologies for classroom instruction has been profound in the last decade. The implementation of these technologies has however lagged behind their development. One of the reasons for this differential is the cost of the new hardware and software. Harford Community College (Appendix A), a public, two-year coeducational institution located in suburban Baltimore Maryland has attempted to come to grips with the implementation of these new technologies by creating a team of teaching faculty members who utilize existing material to create interactive learning experiences. In order to provide an opportunity for the College's faculty to experiment with new instructional techniques in a financially responsible way, the Interactive Video (IV) Team was developed. The goal of this team was to provide an opportunity for faculty to investigate interactive video through the use of existing hardware and software (Gayeski, 1987).

Team Development

The IV Team evolved from a group of interested faculty learning from one another. Serious networking with colleagues throughout the State and Nation resulted in the informal IV Team approach to interactive program development. The only requirement for joining a team was an interest in investigating interactive video as a potential instructional tool. All members of the IV Team undertook the investigation of interactive video in addition to their regular academic assignments without remuneration.

Ally (1985) sites the benefits of the team approach in developing interactive materials and identifies interaction and communication among team members as a major factor in the success of the team. Because of the voluntary participation of the faculty and the awareness of the need to keep costs to a minimum, the organizational structure of the team was simplified. The IV Team was composed of three members: 1) a content specialist, 2) a computer specialist, 3) a video specialist. Two members had instructional development and design experience from which other faculty could draw. The major responsibilities of each team member are listed in Table 1.

TABLE 1.

TEAM MEMBER	RESPONSIBILITIES
Content Specialist	1. Selects video sequence 2. Writes script congruent with classroom activity 3. Reviews interactive video before and after field test 4. Lead Instructional Designer
Computer Specialist	1. Programs script 2. Reviews computer programs with content specialist 3. Revises computer program based on field tests 4. Supports Instructional Designer

Video Specialist

1. Assists in video selection
2. Obtains copyright releases
3. Prepares video for
computer integration
4. Embeds video code into
computer program
5. Revises video addressing
based on field test
6. Supports Instructional
Designer

This streamlined approach facilitated a quick response time as well as created a supportive atmosphere allowing several teams to function at the same time.

Three IV Teams were established, with each team having a different content specialist. The same computer and video specialists gave direction and support to all three teams. This arrangement facilitated the simultaneous development of interactive video packages in the disciplines of Communication, Psychology, and Marketing. Each of these disciplines was selected because of the involvement in teaching interpersonal skills, which according to Hansen (1989) is an appropriate application of the interactive video technique. Each of these applications is described in more detail later in this document.

Hardware and Software

The financial constraints of the project dictated that existing equipment be used where ever possible. At the time of the project, the College did not own video disk players, so it was decided to use VHS video tape interfaced with an APPLE IIe and later an APPLE II+ computer, using a BCD 450 computer interface board which proved to be extremely reliable.

The use of video tape had both strengths and weaknesses for the investigative process. The strengths included; 1) video

tapes are inexpensive, 2) a wide variety of subject matter is available in tape format, 3) the content specialist has the option to use a video segment prepared by the College or one that was commercially prepared. The major weakness with using the video tape is its linear format and therefore takes noticeable transport time to move from one video segment to the next. However, this weakness can be minimized by judicious use of the branching programming technique and careful editing when possible.

The process of selecting hardware was rather simple. We used what we already had on campus. The College owned two VHS-VTR'S that had remote control capabilities: Panasonic AG 6300 and a NV 8200. The AG 6300 was our primary tape unit for development and the NV 8200 became our student unit which was placed in our library. The only piece of equipment and software we purchased was the BCD 450 interface card for the Apple IIe. We later found that this card also worked well on an Apple II+. It is anticipated as we retire the Apple II+ computers, many of these units will be used in interactive stations in our library. Other equipment that can be used with the BCD 450 interface card are:

Panasonic U-MATIC NV 9200A, 9240, 9500A, 9600
VHS NV 8170, 8500
AG 6100, 6200

Sony U-MATIC VO 2011, 2611, 2811, 2850, 2860
VO 5000, 5850 (Type V Series)
BVU Series
Beta SLO 303, 323, 325, 383

The software chosen for the project was APPLE SUPERPILOT. This authoring language was chosen for several reasons: 1) it is

easy to learn, and is well documented, 2) it provides the opportunity for both branching and graphics, 3) provides for simple integration of video into the computer program, and 4) it is readily convertible to the MS DOS environment.

Feedback on the field test of the programs was provided through an informal survey of a random sample of students in each course utilizing the interactive technology. These instruments, although rough and not based on established imperical data collection techniques were very helpful in identifying coding, program, and interface problems. Having this information early-on in the final stages of the process helped to facilitate final revision.

Harford Community College

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Speech Fundamentals Interactive Program

Non-Custodial Abduction

Dr. Marion L. Lanham
Associate Professor of Speech
Harford Community College

INTERACTIVE SPEECH PROGRAM

MARION L. LANHAM

One of the most extensively used tools in the area of instruction in public speaking is the video-taped sample speech. While having students view and respond to live speeches may well be more desirable in most cases, facilitating this activity in the conventional college course setting frequently proves to be difficult and impractical, at best. Even if feasible, seldom is a formal presentation given in a real-world setting customized by the orator to coincide with the content or structure of a speech course at any given time.

Video-taped sample speeches can, of course, be shown and discussed whenever appropriate in the study of speech skill development. Like live presentations, taped orations give life to the written manuscript.

Unfortunately, however, neither live nor conventionally taped speeches facilitate much in the way of opportunity for interactive student involvement. Students must be told what to look and listen for prior to seeing the speech or questioned about it afterward. Stopping a presentation while in progress to have students answer questions about specific aspects of the presentation is seldom practical.

Interactive video largely resolves this problem. Through combining computers and vcr's, instructors can select the segment or segments of a given speech that illustrate the point or skill of focus. Questions designed to increase student understanding

of the desired material can be integrated directly into the script at that point. Answering these questions and interacting with the speech content while it is being given sustains attention, increases interest and reinforces learning and recall. Instructors can, in effect, customize sample speeches to suit particular instructional purposes and, at the same time, retain the sight and sound dimensions. Students dissect and study a speech while it is in progress. As a result, far more in the way of detailed illustration and highlighting of content, organization, language style and delivery can be framed for study using interactive video than can be accomplished traditionally. Furthermore, keyboarding, writing and critical thinking skills can be enhanced.

SAMPLE SCRIPT
INTERACTIVE SPEECH PROGRAM

from your labors. Of course, you will be given the option to EXIT the program at several points, but try to complete as many options as possible at one sitting. Press RETURN.

Main Menu

Before selecting an option, look at all of them carefully. Remember that they are only some of the stylistic devices used to express and develop ideas effectively in a speech. Type the first word of the option or options selected. Then, press RETURN when you have completed your selection.

Appeal to Authority
Direct Personal Style
High Impact Devices
Parallel Structure
Personal Experience Narrative
Questions

Appeal to Authority

"Parents of the '80's..." through "...just to get even."

(Next segment) "Jean Brown wrote a book..." through "What would you do"?

(Next) "Mimmi Rimmick also says..." through end of that sentence.

(Next) "Richard Guiles, a professor at ..." through "...last year alone." (Check spelling on above.) Press RETURN.

Type the first word of the correct response and press RETURN.

If more than one response is appropriate, type the first word of

each, separated by a comma and a space.

1. Does the speaker appropriately identify the authorities cited? YES NO (YES)
2. The authorities cited are professionals in their fields. At face value, would they appear to be credible sources of information? YES NO (YES)
3. A speech generally flows better if directly quoted material is:
 - A. Surrounded by the expressions, quote, unquote, end of quote.
 - B. Indicated by verbal and/or nonverbal cues, such as vocal rate, pitch or tone or eye movement, etc.

(Indicated)

Direct Personal Style

"Maybe you know someone..." through "...while I tell you some facts."

(Next) "You now know someone...had a child abducted."

(Next) "So why does it happen"? through "Where do we go from here"?

1. What part of speech does the speaker use to signal remarks directed specifically to her audience?
 - A. Action verbs.
 - B. Vivid adjectives.
 - C. Personal pronouns.
 - D. None of the above.

(Personal)

2. Personal direct audience-centered language style is often appropriate for part or all of a speech because it:
- A. Lets the audience know that the speaker wants their thoughts and feelings involved in the speech.
 - B. Helps to make the speech sound like a speech instead of a written book or paper.
 - C. Simplifies speech-writing.
- (Lets, Helps)

SAMPLE CODING FOR
INTERACTIVE SPEECH PROGRAM

```
c:o=0
j:unit1
*RESP
ts:t2
t:TYPE THE NUMBER OF YOUR
T:ANSWER AND PRESS RETURN
th:
e:
*answer1
ts:t2
t:TYPE THE LETTER/LETTERS FOR YOUR ANSWER
:AND PRESS RETURN.
th:
e:
*cont
g:v0,39,23,23;es
g:c6;m28,30;d518,30
ts:t2
th: Press
ts:f6
th: RETURN
ts:f3
th: to continue...
axs:
j(asc(%b)%32):cont
ts:t1
g:v;es
e:
*unit1
pr:u
ts:t2
ts:v5,35,5,20
r:REMARKS SHOW VIDEO SEGMENTS ACCORDING
r:TO SCRIPT HERE.
ts:es0
*vid2
v:slot 4
v:aud2
v:init
v:prol80
v:find 13600
v:plyb 13805
v:find 18900
v:plyb 19019
v:find 34080
v:plyb 34775
v:stop
u:cont
*unit2
ts:t2
ts:v5,35,5,20
t: Now that you have seen segments
:dealing with the direct personal style.
:please select one of the following
:options by typing the NUMBER of your
:choice.
t:
t: 1. REVIEW VIDEO AGAIN
t: 2. ANSWER QUESTIONS ON
t: DIRECT PERSONAL STYLE
```

c: DIRECT PERSONAL STYLE
 t: 3. EXIT TO MAIN MENU
 t:
 u:RESP
 a:#o
 j(o=1):unit1
 j(o=2):unit3
 l(o=3):menu
 *unit3
 pr:u
 ts:es0
 ts:t2
 ts:v5,35,2,22
 t: What part of speech does the speaker
 :use to signal remarks directed
 :specifically to her audience?
 t:
 t: A. Action Verbs
 t: B. Vivid Adjectives
 t: C. Personal Pronouns
 t: D. None of the Above
 t:
 u:answer1
 a:
 t:
 m:C
 ty:You are CORRECT!!!!
 uy:cont
 jy:unit4
 t: The speaker uses personal pronouns.
 t:
 t:Let's look at it again.
 u:cont
 r:REMARK SHOW VIDEO AGAIN
 u:vid2
 w:3
 j:unit3
 *unit4
 pr:s
 pr:u
 ts:es0
 ts:t2
 ts:v5,38,2,22
 t: Personal direct audience-centered
 :language style is often appropriate
 :for part or all of a speech because
 :it:
 t:
 t: A. Lets the audience know that
 t: the speaker wants their
 t: thoughts and feelings involved
 t: in the speech.
 t: B. Helps to make the speech sound
 t: like a speech instead of a
 t: written book or paper.
 t: C. Simplifies speech writing
 t:
 u:answer1
 a:
 m:ABIBA
 t:
 ty: CORRECT!!!!
 uy:cont
 ly:menu

Harford Community College

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Principles of Marketing
Interactive Program

Breaking Through the Clutter

Mrs. Sandra M. Ferriter

*Associate Professor of Business Administration
Harford Community College*

MARKETING INTERACTIVE VIDEO TAPE

BREAKING THROUGH THE CLUTTER

SANDRA M. FERRITER

HARFORD COMMUNITY COLLEGE

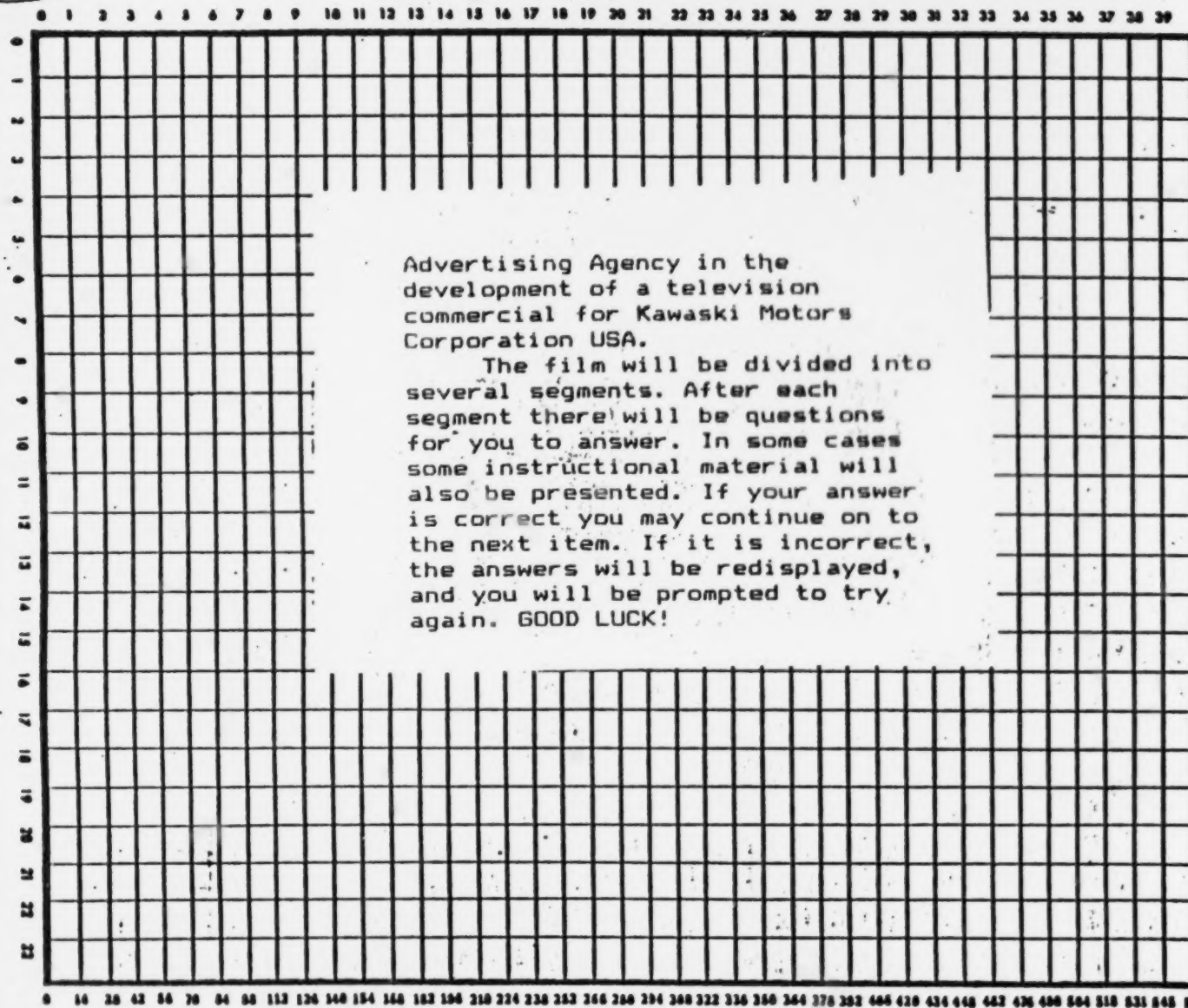
I attended a workshop presented by Floyd Grimm on the interactive video as an instructional tool and was intrigued by the concept. In my Principles of Marketing class I have video tapes that do an excellent job of illustrating theories and concepts introduced in class, but often times I do not have the class time to show the films. I saw the interactive video as an ideal way of supplementing classroom instruction, to introduce a concept then have the student go to the Learning Resource Center to view a tape and answer the corresponding questions. With this idea in mind I began developing an interactive video using a commercially produced tape.

The complimentary skills of the IV team made the project workable. They were supportive from the beginning when the objective and length of the segment was determined, to the integration of the instructional materials into the video segments, and finally to the fine tuning of the completed tape. The process took far longer than I had anticipated, but ultimately I was pleased with results. I felt I had achieved what I set out to do. The real test was test marketing the interactive video with marketing students.

The students were very supportive although some had

difficulty with the instructions. They liked the idea of having material and questions introduced throughout the tape rather than waiting until the end. The students saw it as a good supplement to classroom instruction, which was the intent of the tape. They also liked the self-pacing element of the package and the opportunity to move out of the program at the end of each segment.

SuperPILOT Screen Layout Sheet



310 SuperPILOT
490 Text Screen
468 40 Columns
446 24 Rows
423 SuperPILOT
404 Graphics Screen
383 360 Columns
361 5H Rows

PROGRAMMING NOTES

Introduction
Con't

SAMPLE SCRIPT
BREAKING THROUGH THE CLUTTER

SuperPILOT Screen Layout Sheet

Video is 1/2 inch

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39

Consumer Psychologists look at which determinants of consumer behavior

- A. Culture
- B. Individual's needs and perceptions *
- C. Family
- D. Society
- E. Political influences

The term clutter in this tape refers to the

- A. Number of low quality shows produced each year
- B. Introduction of too many products during a commercial
- C. The large number of advertisements which reduces the impact of the message. *

Consumer Psychologists look at which determinants of consumer behavior

- A. Culture
- B. Individual's needs and perceptions *
- C. Family
- D. Society
- E. Political influences

The term clutter in this tape refers to the

- A. Number of low quality shows produced each year
- B. Introduction of too many products during a commercial

C. The large number of advertisements which reduces the impact of the message *

310 SuperPILOT
490 Text Screen
440 40 Columns
446 24 Rows

438 SuperPILOT
404 Graphics Screen
383 560 Columns
361 511 Rows

319 PROGRAMMING
390 NOTES

Insert after ②
"What can we say that would be striking home for the consumer?"

insert 3
4 & 5

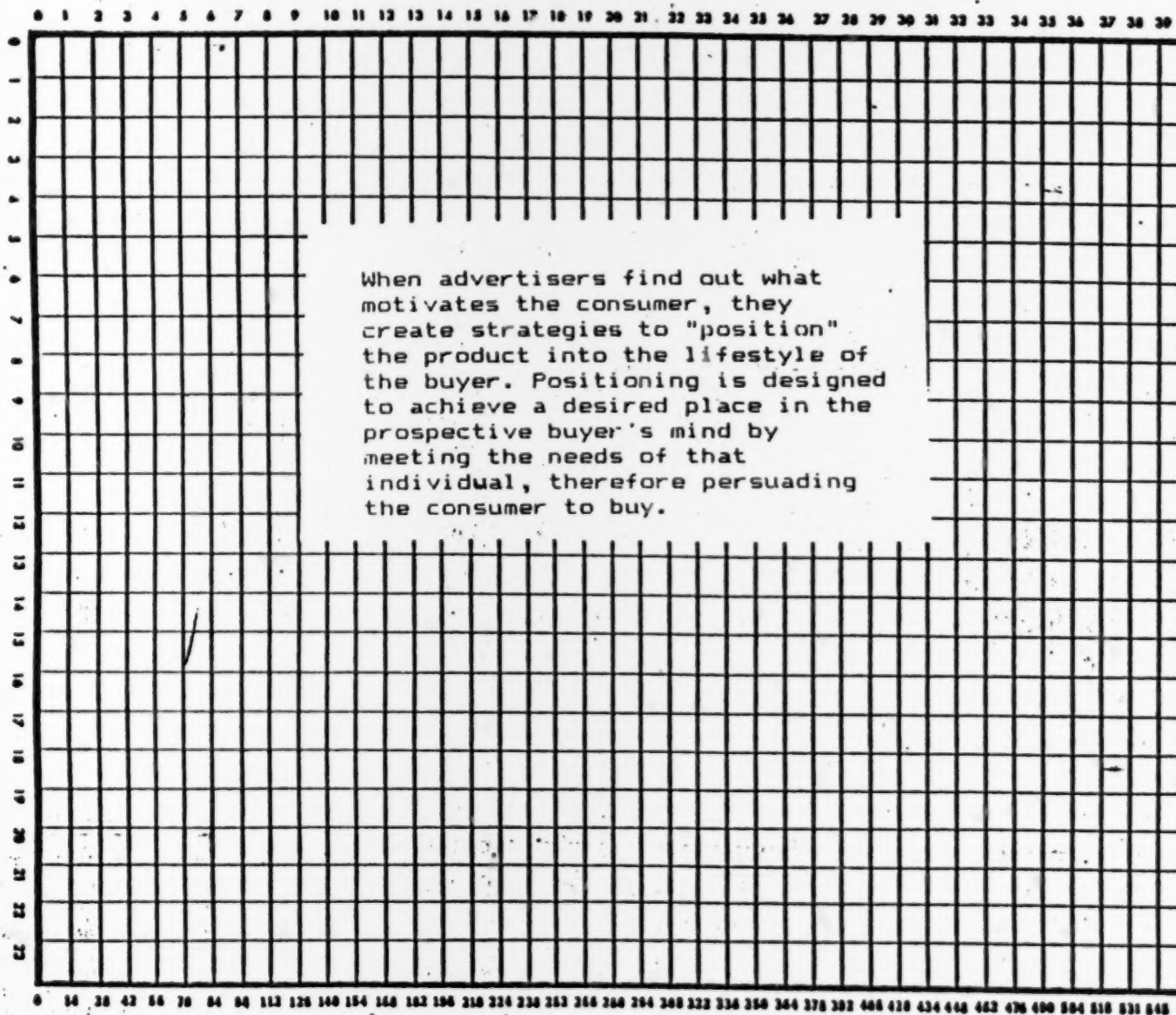
Interview w/
Renee Frazer
Tape count
0154

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39

A

SuperPILOT Screen Layout Sheet

Font



310
490
440
440
428
404
383
361
340
319
398
376
355
334
313
191
170
149
128
106
85
64
43
21
0

SuperPILOT
Text Screen
40 Columns
24 Rows
SuperPILOT
Graphics Screen
560 Columns
511 Rows

PROGRAMMING NOTES

*insert
in
break
with 3*

SAMPLE CODING FOR BREAKING
THROUGH THE CLUTTER

j:vid1
*ANSWER
ts:t2
t:TYPE THE LETTER IN FRONT OF YOUR
th:ANSWER AND PRESS RETURN
e:
*cont
g:v0,39,23,23;es
g:c6;m28,30;d518,30
ts:t2
th: Press
ts:f6
th: RETURN
ts:f3
th: to continue...
axs:
j(asc(%b)32):cont
ts:t1
g:v;es
e:
*vid1
ts:es0
ts:t2
ts:v3,36,4,21
gx:frame!
t: Please insert the tape in the
:player and relax while we travel to the
:Kenyon & Eckhardt Advertising Agency.
R:SHOW VIDEO HERE! SEE SCRIPT SHEET 3
v:slot 4
v:aud2
v:init
v:prol80
v:find 1579
v:plyb 6987
v:stop
*u3
pr:u
gx:frame!
ts:t2
ts:v3,36,4,21
t: Consumer Psychologists look at which
:determinants of consumer behavior?
t:
t: A. Culture
t: B. Individual needs and
t: perceptions
t: C. Family
t: D. Society
t: E. Political influence
t:
u:answer
a:
t:
m:B
ty: THAT IS CORRECT \$n\$
uy:cont
jy:u3a
Ty: Let's Try it out!

*u3a
 ts:es0
 ts:t2
 ts:v3,36,4,21
 gx:frame!
 t: The term clutter in this tape refers
 :to which of the following?
 t:
 t: A. Number of low quality shows
 t: produced each year.
 t: B. Introduction of too many
 t: products during a commercial.
 t: C. The large number of
 t: advertisements which reduces
 t: the impact of the message.
 t:
 u:answer
 a:
 t:
 m:C
 ty: That's right \$n\$. Too many advertisem
 :ents impact the message.
 uy:cont
 jy:u4
 t: Let's try this question again
 u:cont
 j:u3a
 *u4
 ts:es0
 gx:frame!
 ts:t2
 ts:v3,36,4,21
 t: When Advertisers find out what
 :motivates the consumer, they create
 :strategies to "position" the product
 :into the lifestyle of the buyer.
 :Positioning is designed to achieve a
 :desired place in the prospective
 :buyer's
 t:mind by meeting the needs of
 :that individual, therefore persuading
 :the consumer to buy.
 u:cont
 *u5
 ts:es0
 ts:v3,36,4,21
 ts:t2
 gx:frame!
 t: Positioning is viewing the product
 t:
 t: A. Through manufacturer's eyes.
 t: B. Through consumers eyes.
 t: C. In an objective manner.
 t: D. As a marketing risk.
 t:
 u:answer
 a:
 t:
 m:B
 ty: Good! The product should be viewed
 :through the consumers eyes.
 uy:cont
 jy:u6
 ty: No. The Consumer's viewpoint is most

j:u5
*u6
ts:es0
ts:v3,35,4,21
ts:t2
gx:frame!
t: Marketers use a positioning
:strategy to distinguish their goods
:or services from the competition.
t:
t: A. TRUE
t:
t: B. FALSE
t:
u:answer
a:
t:
m:A
ty: Good work \$n\$
uy:cont
jy:u7
t: Let's try this question again.
u:cont
j:u6
*u7
ts:es0
ts:t2
ts:v3,36,3,21
gx:frame!
t: What would normally occur if what
:an individual knows about a brand fits
:in with his or her needs and is
:sufficiently motivating?
t:
t: A. Attitude change
t: B. Brand trial
t: C. Higher awareness
t: D. More careful shopping
t:
u:answer
a:
t:
m:B
ty: Super answer \$n\$.
uy:cont
jy:u8
t: No. An individuals attitude,
:awareness, or shopping habits may not
:be based on brand knowledge or motivation
:.
u:cont
j:u7
*u8
d:a(10)
c:a=0
ts:es0
ts:t2
ts:v3,36,5,21
gx:frame!
t: You have successfully completed
:this section. Please select one of the
:following options by selecting the
:NUMBER in front of your choice and
Return

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General Psychology
Interactive Program

Psychology and the Experiment

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Associate Professor of Psychology
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PSYCHOLOGY INTERACTIVE VIDEO TAPE

PSYCHOLOGY AND THE EXPERIMENT: A LOOK AT HOW PSYCHOLOGISTS OBSERVE AND STUDY BEHAVIOR

RICK MITCHELL
HARFORD COMMUNITY COLLEGE

As a psychology professor, I have always found teaching the scientific method a challenge. Since much of psychology is based on research, it is important for me to present this area early in the course, giving students a clear perspective of how we study behavior.

The terms and methods of psychology are often strange to the new student. Many have told me it seems as if they are learning a new language as well as a new way of looking at themselves and others. They are also being asked to do a series of computerized simulations of classic psychology experiments and to use word processing for written assignments. The goal is for them to be as active and involved as possible in their learning.

The challenge became not only to find an effective way of teaching content, but finding a way of helping students become more familiar and comfortable with the technology and a different learning style.

The project combines an excellent teaching videotape (METHODOLOGY: THE PSYCHOLOGIST AND THE EXPERIMENT) and its many examples of scientific research with the computer's ability to allow students to view selected sections of the video, answer questions, and review subject content.

The program is designed to accomplish the following:

- present basic research approaches and concepts
- show an actual psychology experiment
- analyze the experiment systematically
- review key terms and concepts
- provide a foundation for using this information throughout the course.

**SAMPLE SCRIPT
INTERACTIVE PSYCHOLOGY PROGRAM**

LET'S TAKE A BRIEF LOOK AT
SOME EXAMPLES OF THE METHODS
PSYCHOLOGISTS USE TO STUDY
BEHAVIOR ...

NOTES:

BACKGROUND: _____ **LETTERING:** _____ **BORDER:** _____

EXPLANATION:

68.

VIDEO: Delete McGraw-Hill logo at beginning of videotape. Begin with music when the kitten appears. Run videotape through examples and summary comments until narrator says "the scope and diversity of research continues to grow." Allow a few bars of music and the picture of yellow writing on top of monkeys. Cut before narrator speaks again.

7A.

BEFORE WE LOOK AT SOME OF THE
SIMILARITIES IN PSYCHOLOGICAL
RESEARCH, LET'S CHECK OUR
UNDERSTANDING OF THE TYPES OF
RESEARCH USED TO STUDY BEHAVIOR.

NOTES:

BACKGROUND: _____ LETTERING: _____ BORDER: _____

EXPLANATION:

8A.

WHICH OF THE FOLLOWING IS A
TYPE OF RESEARCH USED BY
PSYCHOLOGISTS?

- A. SURVEYS
- B. CONTROLLED EXPERIMENTS
- C. CASE STUDIES
- D. STATISTICAL COMPARISONS
- E. ALL OF THE ABOVE

PRESS LETTER OF CORRECT ANSWER
ON COMPUTER TERMINAL.

< insert proper slug for instructions.

NOTES:

BACKGROUND: _____ LETTERING: _____ BORDER: _____

EXPLANATION: The following screens will appear, depending on the answer
selected by the student.

88.71

RIGHT! ALL OF THESE, AS WELL AS
NATURALISTIC OBSERVATION, ARE
METHODS USED BY PSYCHOLOGISTS
TO STUDY BEHAVIOR AND MENTAL
PROCESSES.

NOTES:

BACKGROUND: _____ LETTERING: _____ BORDER: _____

EXPLANATION: This is the response if "E" is chosen.

89.

SURVEYS ARE ONE TYPE OF
RESEARCH CONDUCTED BY
PSYCHOLOGISTS. OTHER TYPES
ARE CONTROLLED EXPERIMENTS,
CASE STUDIES,
STATISTICAL COMPARISONS AND
NATURALISTIC OBSERVATION.

NOTES:

BACKGROUND: _____ LETTERING: _____ BORDER: _____

EXPLANATION: This is the response if "A" is chosen.

8D.

CONTROLLED EXPERIMENTS ARE ONE
TYPE OF RESEARCH CONDUCTED BY
PSYCHOLOGISTS. SOME OF THE
OTHER TYPES ARE SURVEYS,
CASE STUDIES, STATISTICAL
COMPARISONS AND NATURALISTIC
OBSERVATION.

NOTES:

BACKGROUND: _____ LETTERING: _____ BORDER: _____

EXPLANATION: This is the response if "B" is chosen.

8E.

CASE STUDIES ARE ONE TYPE OF
RESEARCH CONDUCTED BY
PSYCHOLOGISTS. SOME OF THE
OTHER TYPES ARE SURVEYS,
CONTROLLED EXPERIMENTS,
STATISTICAL COMPARISONS, AND
NATURALISTIC OBSERVATION.

NOTES:

BACKGROUND: _____ LETTERING: _____ BORDER: _____

EXPLANATION: This is the response if "C" is chosen.

SAMPLE CODING FOR
PSYCHOLOGY PROGRAM

Print of lesson SECTION1

D:A(10)
J:U1
*ANSWER
ts:t2
t:TYPE THE NUMBER OF YOUR ANSWER
TH:AND PRESS RETURN
e:
*cont
g:v0,39,23,23;es
g:c6;m28,30;d518,30
ts:t2
th: Press
ts:f6
th: RETURN
ts:f3
th: to continue...
axs:
j(asc(%b)q32):cont
ts:t1
g:v;es
e:
*U1
ts:v3,36,8,21;T2
GX:FRAME!
t: PSYCHOLOGY AND THE EXPERIMENT
w:2.5
t:
t: A LOOK AT HOW PSYCHOLOGISTS
w:2.5
t:
t: OBSERVE AND STUDY BEHAVIOR
u:cont
*U2
ts:es0
ts:v3,36,6,21;T2
GX:FRAME!
t:PSYCHOLOGISTS USE A WIDE
T:VARIETY OF METHODS TO RESEARCH
T:AND UNDERSTAND BEHAVIOR.
U:CONT
*U2A
TS:ES0
TS:V3,36,5,21;T2
GX:FRAME!
T:AMONG THE RESEARCH METHODS USED
T:
T:IS:
T:
T:
*TS:F15
T: THE EXPERIMENTAL METHOD
TS:F3
U:CONT
TS:ES0
TS:V3,36,4,21;T2
GX:FRAME!

*VID1
 TS:T2
 :
 :
 T:INSERT THE VIDEO TAPE AND RELAX!
 v:slot4
 v:aud2
 v:init
 v:prol80
 v:find271
 v:plyb3474
 v:stop
 *U6
 TS:ES0
 TS:V3,36,5,21;T2
 GX:FRAME!
 T:BEFORE WE LOOK AT SOME OF THE
 T:
 T:SIMILARITIES IN PSYCHOLOGICAL
 T:
 T:RESEARCH, LET'S CHECK OUR
 T:
 T:UNDERSTANDING OF THE TYPES OF
 T:
 T:RESEARCH USED TO STUDY BEHAVIOR.
 U:CONT
 *U7
 TS:ES0
 TS:V3,36,5,21;T2
 GX:FRAME!
 C:A=0
 T:WHICH OF THE FOLLOWING IS A
 T:TYPE OF RESEARCH USED BY
 T:PSYCHOLOGISTS?
 T:
 T:1. SURVEYS
 T:2. CONTROLLED EXPERIMENTS
 T:3. CASE STUDIES
 T:4. STATISTICAL COMPARISONS
 T:5. ALL OF THE ABOVE
 T:
 U:ANSWER
 A:#A
 J(A=1):U7A
 J(A=2):U7B
 J(A=3):U7C
 J(A=4):U7D
 J(A=5):U7E
 *U7A
 TS:ES0
 TS:V3,36,5,21;T2
 GX:FRAME!
 T:SURVEYS ARE ONE TYPE OF
 T:RESEARCH CONDUCTED BY
 T:PSYCHOLOGISTS. OTHER TYPES
 T:ARE CONTROLLED EXPERIMENTS,
 T:CASE STUDIES,
 T:STATISTICAL COMPARISONS AND
 T:NATURALISTIC OBSERVATION.
 U:CONT
 J:U8
 *U7B
 TS:ES0

T:RESEARCH CONDUCTED BY
 T:PSYCHOLOGISTS. SOME OF THE
 T:OTHER TYPES ARE SURVEYS,
 T:CASE STUDIES,
 T:STATISTICAL COMPARISONS AND
 T:NATURALISTIC OBSERVATION.
 U:CONT
 J:U8
 *U7C
 TS:ES0
 TS:V3,36,5,21;T2
 GX:FRAME!
 T:CASE STUDIES ARE ONE TYPE OF
 T:RESEARCH CONDUCTED BY
 T:PSYCHOLOGISTS. SOME OF THE
 T:OTHER TYPES ARE SURVEYS,
 T:CONTROLLED EXPERIMENTS,
 T:STATISTICAL COMPARISONS, AND
 T:NATURALISTIC OBSERVATIONS
 U:CONT
 J:U8
 *U7D
 TS:ES0
 TS:V3,36,5,21;T2
 GX:FRAME!
 T:STATISTICAL COMPARISONS ARE ONE
 T:TYPE OF RESEARCH CONDUCTED BY
 T:PSYCHOLOGISTS. SOME OF THE
 T:OTHER TYPES ARE SURVEYS,
 T:CONTROLLED EXPERIMENTS, CASE
 T:STUDIES AND NATURALISTIC
 T:OBSERVATIONS.
 U:CONT
 J:U8
 *U7E
 TS:ES0
 TS:V3,36,5,21;T2
 GX:FRAME!
 T:RIGHT! ALL OF THESE, AS WELL AS
 T:NATURALISTIC OBSERVATION, ARE
 T:METHODS USED BY PSYCHOLOGISTS
 T:TO STUDY BEHAVIOR AND MENTAL
 T:PROCESSES.
 U:CONT
 *U8
 TS:ES0
 TS:V3,36,5,21;T2
 GX:FRAME!
 T:PSYCHOLOGISTS OFTEN STUDY
 T:
 T:RATHER COMPLEX BEHAVIOR, WHICH
 T:
 T:HELPS TO EXPLAIN WHY THEY USE
 T:
 T:THE EXPERIMENTAL APPROACH.
 U:CONT
 *U9
 TS:ES0
 TS:V3,36,5,21;T2
 GX:FRAME!
 T:USING THIS METHOD HELPS THEM...
 T:
T:1. AVOID THE FALSE CONCLUSIONS

T: TO.
W:4
T: AND
T:
T:2. MAKE CERTAIN THE
T: PHENOMENON THEY OBSERVE ARE
T: CAUSED BY THE EXPERIMENTAL
T: CONDITIONS THEY CONTROL AND
T: MANIPULATE.
U:CONT
*U10
TS:ES0
TS:V3,36,11,21;T2
GX:FRAME!
T:HERE ARE SOME OF THE FEATURES
T:
T:PSYCHOLOGICAL EXPERIMENTS HAVE
T:
T:IN COMMON:
U:CONT
TS:ES0
R:SHOW VIDEO 11B HERE
*VID2
V:PROL80
V:FIND5430
V:PLYB7240
V:STOP
*U10
L:SECTION2

INTERACTIVE VIDEO: A CROSS CURRICULUM

COMPUTER PROJECT

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APPENDIX A
HARFORD COMMUNITY COLLEGE
401 Thomas Run Road
Bel Air, Maryland 21014
301 - 836-4000

Harford Community College (HCC), founded in 1957, is a public, two-year coeducational community college. The College occupies a 204-acre site on Thomas Run Road, three miles east of Bel Air, Maryland. The extensive campus includes a handsome stone mansion built in 1808, which houses the administrative offices, while 10 additional buildings grace the campus, providing classroom and laboratory space. The buildings include a Vocational-Technical Center, Physical Education facilities, a Child Care Center, an Observatory and a Learning Resources Center.

The College has grown from three full-time faculty members and 119 students in 1957 to over 300 full and part-time faculty members and 4,2000 students per semester in 1989. In addition, thousands of community residents participate in the College's Continuing Education courses each Fall and Spring.

The student population at Harford Community College reflects a wide range of ages, interests, educational backgrounds, and personal, academic, and career goals. A large percentage of HCC students are recent graduates of the Harford County Public High Schools and are most likely to attend the College on a full-time basis in preparation for employment or for transfer to a

four-year institution. However, in recent years, Harford Community College has assisted increasing numbers of adult men and women to reach their career goals on a part-time basis while they work, and/or take care of the home or other obligations.

The student-faculty ration at HCC is approximately 20 to 1, which facilitates small classes, individualized instruction, and diversity and innovation in teaching techniques.

Harford County is a community in transition from a rural to suburban lifestyle. Increases in the number of homes and jobs suggests an affluent, prosperous community, but the range of family income is broad. Mindful of the diverse socioeconomic conditions of the community it serves, the College offers affordable programs and continuously assesses the community's needs. As the population grows, economic development will demand more educated and technically skilled employees. The College supports economic development in Harford County by offering industry specific training and retraining programs, professional development opportunities, and management support and assistance.

The College is also the center of cultural and leisure activities in the County, providing numerous programs and services throughout the year which enhance the quality of life for all residents.

APPENDIX B
INTERACTIVE VIDEO: A CROSS CURRICULUM
COMPUTER PROJECT
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